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Seventy-Sixth Annual Report
OF THE
South Carolina School for the
Deaf and the Blind

CEDAR SPRING, S. C.

1924



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JOINT COMMITTEE ON PRINTING
GENERAL ASSEMBLY OF SOUTH CAROLINA

Seventy-Sixth Annual Report

OF THE

South Carolina School for the
Deaf and the Blind

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MAIN BUILDING
School for the Deaf and the blind, Cedar Spring, S. C.

BOARD OF COMMISSIONERS

J. F. CLEVELAND, *Chairman*,
PAUL V. MOORE, W. W. BALL, HORACE L. BOMAR,
J. H. HOPE, *Ex-Officio*.

LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Cedar Spring, S. C., January 27, 1925.

*Hon. J. H. Hope, State Superintendent of Education, Columbia,
S. C.*

Honored Sir: It is my pleasure to place in your hands the seventy-sixth Annual Report of the South Carolina School for the Deaf and the Blind. I ask that you transmit this Report to the members of the General Assembly in order that they, as the representatives of the people of this State, may be informed as to the work and needs of this school of special education.

The Superintendent, with the full endorsement of this Board requests the following amounts for the year 1925:

| | |
|---|--------------|
| Item 1—Maintenance | \$ 91,700.00 |
| Item 2—Improvement of Grounds and Buildings.. | 4,000.00 |
| Item 3—Cold Storage and Bakery | 5,500.00 |
| Item 4—Dairy and Equipment | 8,000.00 |
| Item 5—Gymnasium and Athletic Field | 60,000.00 |
| Item 6—Industrial Building and Equipment..... | 60,000.00 |

Total \$229,200.00

The members of the Board of Commissioners of this school of which I am the Chairman and spokesman know intimately the great work that is being done for South Carolina's deaf and blind children at Cedar Spring from the standpoint of education and we know by virtue of our office what the school needs to enable it to operate for the highest interest of these children. We know that economy of the best type is not written any deeper into the management of any State supported institution

than it is at the school for the Deaf and the Blind. Any school that takes, as does this school, boys and girls who see in life nothing but dependence and gives them the power of independence is worthy of adequate support.

I urge that not only the necessary Maintenance Fund with the few smaller items be given this school but also that it be supplied with buildings and equipment that will enable it to develop these children better along the lines of physical and industrial education.

The State of South Carolina has at Cedar Spring a faculty of thirty specially trained teachers who are working under the direction of Dr. Walker to make educated citizens of her deaf and her blind children and they are securing results that are a credit to the State.

Respectfully submitted,

J. F. CLEVELAND,

Chairman Board of Commissioners,
S. C. School for the Deaf and the Blind.

SUPERINTENDENT'S REPORT

*To the Board of Commissioners of the South Carolina School
for the Deaf and the Blind:*

Gentlemen: I assure you it is a pleasure for me, as the Executive Head, to present for your consideration and for the record of the State Department of Education a review of the seventy-sixth year's work of the South Carolina School for the Deaf and the Blind. Located as the school is in the center of its large acreage and away from the distracting influences of a city, we are able to establish an environment of peace which is conducive to the building up in our boys and girls that type of knowledge which should enable them to give their best to life. We know these are days when it is difficult to bring into strong manhood and womanhood the normal youth of this Nation and State and it is equally difficult with those children who are being educated at Cedar Spring. Conditions are rapidly changing and it is for those in authority to meet these conditions intelligently and conservatively. There can be no development made in the gaining of knowledge and the building of strong character until the restlessness of the day is replaced by peace and quiet; and our location, our environment and our equipment make for these things.

In many ways deaf and blind children are as normal children and in many ways they are not. As a rule they do not leave home to enter school with a correct conception of their ability or a correct understanding of their duties. It is the duty of this school to correct these misconceptions and lead them to a knowledge of their own powers and give them the ability to adjust themselves to their surroundings. As a rule the deaf child comes to us with small power of self-control and almost no ability to accept external restraint and with a very inferior estimate of his mental ability. While the blind child comes to us equally lacking in the power of self-control and, in a majority of cases, with an exalted idea of his mental ability. The home does not understand its problem with these children and it is for the school to unmake them after they enter. But the work is full of pleasure and joy for the result is worth the labor that it demands.

ATTENDANCE.

During the past fiscal year there were enrolled at the school three hundred and fifty-nine deaf and blind and blind-deaf children classified as follows:

WHITE.

| | |
|------------------|-------|
| Deaf | 182 |
| Blind | 84 |
| Blind-Deaf | 2 |
| | <hr/> |
| | 268 |

COLORED.

| | |
|-------------|-------|
| Deaf | 54 |
| Blind | 37 |
| | <hr/> |
| | 91 |

Total 359

In the same period last year we enrolled three hundred forty-five, giving us an increase of fourteen children over the enrollment of last year. The increase of something over four per cent represents more than the increase in the population of our State.

But there are still many children in our State who should be enjoying the benefit offered freely by the State at this school. There are several reasons why these children are not in the school—not in any school. Of these reasons we will mention only the two leading ones. First, the school is not known throughout the State as it should be. We have taken every opportunity possible to advertise the school and feel that in a large measure we have been successful, but still there are many homes yet in this State wherein deaf or blind children dwell which have no knowledge of this school. The second reason is that many parents are ignorant concerning the importance of and possibilities in connection with the education of deaf and blind children.

We, therefore, feel that the time is at hand when we should employ a full time field agent, or secretary, if a suitable one can be found, to cover this State in the interest of this school. The duties of this field agent would be various. He should work in

connection with the various medical associations of this State for the prevention of blindness through negligence at birth. There is a field of great opportunity here in this connection. Another field of his labor would be the locating of young deaf and blind children and the giving of information to the parents concerning the school and at the same time instructing them in the care and training of those children until they are of the proper age to attend school. Still again he could look up the adult deaf and blind and act as an employment agent for them. And where employment is not possible, he could give them some home instruction. We believe this work could be done for \$3,500.00 per year and we believe that it would be money well spent by the State.

The Compulsory Attendance Law is not operative so far as this school is concerned and we have never, up to the present time, felt the necessity of having it apply here. But this necessity might arise should we be able to employ the field agent outlined above.

HEALTH.

Inasmuch as the children who come to our school are already handicapped from a physical standpoint, it is natural that we should take a very deep interest in their physical development. The first time we look at a child entering our school, we look closely at his physical condition as well as his mental. The head of a school for normal children does not consider the physical child unless there is something to draw his attention in this direction; but with us there is always something to draw our attention to the physical condition of a child and we never forget his body while developing his mind and soul. We may forget that the child is deaf or blind, but we can never forget that he will need a well developed body if he is to succeed in life with all the odds he has against him.

The day the child enters school he is given a careful physical examination by our Doctor and Physical Director and from that day forward his physical condition is intelligently developed.

Contagious diseases were prevalent with us this year—we having to contend with measles, chicken-pox and scarlet fever. We had fifty-four cases of measles, probably twenty-five of chicken-pox and two of scarlet fever. Two of our children with measles developed pneumonia in both lungs but careful nursing

and close attention by our Doctor enables us to report that both recovered. Except for these contagious diseases we had very little sickness during the year and no accidents of a serious nature. With the infirmary, now under construction, completed we will be equipped to take better care of our sick children and do a large amount of preventive work.

As we have said in a former report happiness is the great creator of health and we have not overlooked this feature in our school. Everything around us invites happiness and hence health.

We are fortunate in being able to command the services of Dr. D. L. Smith, who is a child specialist of inter-State reputation. He is always prompt in his services to this school.

DISCIPLINE.

It may be of interest to the record to set forth under this heading somewhat in detail our method of discipline in the school. That we do not have a fair start with our children is evidenced every fall when school opens—that is the great majority of our children come to us having been allowed to do as they please in their homes. During the past summer, a doctor from Spartanburg brought an eight year old boy with his father out to the school for us to look over with a view of having him enter the school. The father was not only unable to get the boy out of the automobile but was also unable to have him sit up so that we could see him. We had to admit this boy on the statement of the doctor as to his physical and mental condition. This doctor remarked upon leaving that he would undertake the education of that boy with fear and trembling. That same boy was admitted in October and remained to the close of school in June and gave us no trouble in any of the school activities.

Through long years of firmness, patience and tact we have created an atmosphere of obedience. For many years we have used an honor roll system which is based upon deportment, neatness and punctuality and not upon scholarship. Therefore, this honor roll is open upon equal terms to every child in the school. It is a monthly roll and is published in our school paper, The Palmetto Leaf, which goes into practically every home of our patrons. This gives us the influence of the home to back up the disciplinary work of the school.

In addition to this we hold monthly parties or socials for those boys and girls who have a clear record in their deportment and neatness for the preceding month. The socials are in the nature of a reward for those boys and girls who deserve a reward for their good conduct. Every Monday morning, the Principal takes up each case where demerits are suggested by a teacher or officer and determines the penalty or punishment. Corporal punishment, except in very rare cases and then only with the smaller boys, has been eliminated from the school.

Probably the key note in the discipline of the school is patience and a true understanding of the child's viewpoint. Our experience has taught us you can not always place all the blame on the child. Sometime had the teacher slept more the child would not seem so disobedient.

INDUSTRIAL DEPARTMENT.

Residential schools for the deaf and for the blind have been pioneers in industrial work, for conditions demanded that the children be kept busy. The public schools, having the children for only such hours as they pleased and not being responsible for them during the remaining hours, did not think for many years in terms of industrial education. And today only a few of the progressive ones are doing this; but with us, originally due to surrounding circumstances, industrial work has long been a major department of the school work.

Naturally one would think that those children who lack sight could do little if anything in industrial work but such is not the case. The industrial curriculum for the blind is equally as inclusive as is that for the deaf and equally as much time is given to this work by the blind children as by the deaf children all things considered. It is necessary for the blind child to divide his afternoon among three departments, while the deaf child has only two—he not giving any of his time to the music department.

The sense of touch in the gaining of a literary education can be made to take the place of the sense of sight and the same principle applies in our industrial work. The sense of touch can be so educated that it can determine with a fair degree of accuracy size, shape and general physical outlines. Hence we find the blind boys and girls in our school making baskets, rugs,

mats, mattresses, brooms, brushes, chair seats and doing various kinds of plain and fancy sewing, crocheting, knitting and cooking.

The deaf child, handicapped only by the lack of hearing, is limited in industrial activities only by the equipment of schools; he is capable of being taught practically every line of industrial life. At present our deaf children are being taught printing, wood-working, shoe repairing, dressmaking, fancy work and domestic science.

In this connection we wish to state that we have outgrown our equipment and our housing for our industrial work. This school needs and therefore should have a modern industrial building fully equipped. The present building is small and not equipped as it should be. I estimate the cost of this building and equipment would not exceed \$60,000.00.

MUSIC DEPARTMENT.

There are many false impressions in the minds of the public concerning deaf and blind children. Some of these are humorous, some pathetic and some are harmless—to the last class belongs the idea or impression that all blind children have a superior gift of music. We wish this was true but it is not. Because a child has not sight it does not follow that he has special talents in music.

But we have learned, out of our long experience, that there are very few children if handled early enough who can not be given the power to interpret and appreciate the simpler melodies of our religious and national life. With this end in view we begin with all our second grade children a graded course in piano and vocal instruction. Some of these children after a few years reach the point where they are no longer able to profit by this course and they are dropped from this department. But those children who are excluded from this department because they are lacking talent in music have not spent their time here in vain, for, as we teach music, both instrumental and vocal, it is a training of the memory and also the touch. Our music is written in the tactile system and since the hand can not be at two places at the same time, the memory must supplement the hand in this work.

Those children whom nature has supplied with a power to enjoy the finer things in the field of music are carried along

from year to year in voice and piano work until they reach the work of the masters of music.

In addition to this we have a band and a tuning department for the boys. In the latter our boys are taught tuning and piano repairing. The Music Department is comfortably equipped with the exception of a pipe organ. In 1886 the school purchased a small organ which is no longer in condition for use. We feel that a modern pipe organ should be purchased for this department, and that a special appropriation should be requested for this purpose. We have consulted the organ manufacturers and feel that an appropriation of \$5,000.00 will be sufficient for the purpose.

PHYSICAL TRAINING DEPARTMENT.

Starting with a little deaf child who has from necessity been deprived largely of the pleasure and the profit of group games and with the little blind child who has not even known the lesser pleasure and profit of individual games, we must build rapidly and carefully if we expect at the end of the course to have our boys and girls the equals physically of normal youths. We feel that we are more than justified in the employment of two athletic directors for even so small a school.

Our athletic work naturally divides itself into four subdivisions, *viz*; corrective, apparatus, free movement and game work. Many physical inequalities can be greatly lessened and in some cases entirely overcome by means of proper athletic exercises. This division of athletic work is given precedence over the others and full time devoted to it. In this connection we work to overcome drooping shoulders, curvature of the spine, miscarriage of the head, etc. Last year we had fifteen children in this line of special work and secured good results.

Our apparatus work is for all children and is planned to develop all parts of the body. We are handicapped in this work now owing to the lack of equipment. But we hope that next year we will have a modern well equipped gymnasium to foster and give us larger opportunity for this phase of our work.

The free movement work is carried on daily in each school room by the teachers under the direct supervision of the Athletic Director, and consists in various free body movements. These exercises not only develop the bodies of the children but they also act as a mental stimulus.

It seems strange that it is necessary to teach any group of children to play but such is the case with our deaf and blind children. Our deaf children would play group games if they knew how while our blind children have not the desire for such games. So a part of our time is taken up in putting back into the lives of these boys and girls the joy of group plays.

As a result of all this we are sending from our school young men and women who are physically fit to make good citizens. Our school has established a national reputation for the physical condition of its graduates. Last year at Gallaudet College, Washington, D. C., we had three men on the football eleven, three on the basket ball team and three on the baseball nine—in fact every boy we had in the College made all their teams. And one of our girls was the champion athlete among the girls of this College, this being a co-educational institution.

This year the teams representing our school were composed of very young boys and while they did not win in many of the interschool contests, still it was a real pleasure to note the spirit of fight that was with them till the very last of the games.

At the close of each session we devote two full days to athletic contests among our boys and girls. We have kept the records of these events for many years and there is great interest each year to see if an athletic event or record can be broken. When a boy or girl is able to break one of these records we always give special honor to him. The children take great interest in these athletic days and we feel sure that this time is well spent.

And while we are working with the boys and girls physically we are at all times teaching them the fundamental laws of manhood and womanhood.

LITERARY DEPARTMENT.

For several years it has been our custom to take the annual report of the Principal and incorporate it in and make it a part of this report for it gives a full insight into the literary work of the school; we do so again this year.

PRINCIPAL'S REPORT.

In order that there may be on record a statement of the literary work of the South Carolina School for the Deaf and the Blind I am pleased to present herewith my report for the year 1923-24.

A member of one of the Departments of this State, whose duty is to inspect us, after a morning spent in our classrooms made this remark, "Do you know the secret of the success of your school—it is patience." And we believe he was in the main correct. Unless every teacher has patience backed by love and intelligence very little would be accomplished in this school of special instruction. In our classroom we can not deal with groups—we must deal with individuals and this brings the teacher closer to the child and this closeness begets love and patience. When we enter a classroom we see not a group of forty or fifty children forming a class but we see ten or twelve children as individuals. And hence it is we learn to know our children as individuals and they learn to know us.

We enrolled last year three hundred six children. Of these two hundred thirty-two were white and seventy-four were colored. In the department for white children we had twenty classes which brought the average size of our classes up to twelve, when we take out the two blind-deaf children with their special teacher. Our classes are now full large for the best work and we ask for an additional teacher in the department for the deaf if the way be clear for the employment of one.

During the year we enrolled forty-two new children. Of these thirty-five came into the department for white children and seven into the department for colored children. Of the white children twenty-three were deaf and twelve were blind. Our entering class was larger by three than that of the previous year. In addition to those coming for the first time there were several who returned to school after a year's absence or more.

Our records show that we experienced more loss of time from the school room by the children during the year than we had for the two years preceding. This was due to the fact that we had an epidemic of measles and one of chicken-pox. Each of the more than fifty children who had measles were out of school for at least two weeks, while those who had chicken-pox were out for several days. This loss of time, together with the weakened condition of the children after their return, worked seriously against the advancement of the literary work. However, the teachers worked faithfully to overcome this loss of time.

In addition to the outline for the year's work each teacher makes an outline for the week and submits this to the Principal who goes over it with the supervising teacher on Monday morn-

ing with changes and suggestions. This enables us to know on Monday morning definitely what each class will attempt each day of the week. In addition to this each teacher follows a carefully prepared daily schedule, so it is not difficult for the Principal to know definitely what is going on in each room during the week. Also there is presented to the Principal on Monday morning the complete daily marks and weekly averages of each child, together with his demerits for the week. These are carefully looked over and the names of all the children who have received demerits in the school room or outside are placed in a conspicuous place in the Administration Building, and each child is called for an interview. This is the much dreaded "Monday morning court" as the children call it.

The most serious punishment meted out is that the child, if guilty of some misconduct worthy of a demerit, is excluded from the next monthly party or social. Of course if the offence is serious the entire affair is reported to the Superintendent for his attention. Two years ago we introduced the plan of rewarding the good children in various ways and forgetting the bad children unless they become seriously objectionable, and this plan has worked wonderfully well with us.

With the information at hand as to what really happened in each classroom during the preceding week and with the outline of the work for the advancing week, we were in a position every Monday morning to direct the work and this work with us was largely with the individual child and not with the class. Of the twenty-four teachers we knew that each was doing her best to get results—each wanted her children to progress and was working hard toward that end. The Supervising Teacher was giving aid from the standpoint of class work: we took the burden of the individual child. When we found a child falling behind, we called him to the office and had a talk with him and then followed this up with a visit to the school room, where we could get first hand information and could give first hand aid. This type of work was of course needed mostly in the intermediate and upper grades.

In addition to the weekly outlines and grades, we use the monthly card showing by letters the standing of each child in each subject for the month. These cards are placed in the hands of the children so that they may know definitely what they are doing.

Tests are held for the primary grades every month, for the intermediate grades every three months, and for the high school grades twice a year. These papers are all submitted to the Principal. Here again he is mostly concerned with the child who fails to show satisfactory progress.

We could cover more ground in our literary work if the children did not have so many other duties. Yet we recognize that these other duties are of great importance. In the Department for the Blind the children are working under three other major departments. While in the Department for the Deaf they are under two other departments. Our day is from six-thirty in the morning until nine at night. That gives us fourteen and one-half hours for the day's demand. Three and one-half hours of this is devoted to meals and household activities. That leaves us ten hours for work and one for recreation. Six of these ten hours are spent in the school room, two in the industrial, one in the athletic and one in the music department. So if the child gets very much time for the preparation of his lessons outside of his school room hours he must take it from that set apart for his household activities, or from his time for sleep. We are not complaining of the other departments for we know they are equal in importance with the literary work, but mention this to show that our children have a great deal more to do than the average normal child in school.

Then even within the time allotted to actual school room work there are certain interruptions that must necessarily come. Every day in each class we lose ten minutes per day which is given up to free movement gymnastics. Out of our school time also must come in the department for the deaf a certain amount of time for rhythm and acoustic work. The rhythm work has a direct bearing on the speech of the children and it is therefore very important, while the aural work is equally as important. If the child has latent hearing that can be made useful then by all means it should be given attention. In addition to this the literary society must have time and this time also is taken from the six hours allotted to the literary work.

This question of the division of time does not give serious trouble until we reach the high school and then it often becomes a problem. Strange to say, as a rule, the child who excels in one excels in all departments of work and each department demands extra time from him. It is the duty then of the Management of the school to determine in which field he shall specialize.

In June we graduated from the department for white children four—three boys and one girl—two deaf and two blind. This is the average size class for us to graduate. Three of the four from this graduating class have already made arrangement to enter college—two at Gallaudet College, Washington, D. C., and one at Wofford College. The fourth may enter later but he has made no arrangements for this up to the present. In this connection we would like to state that we are proud of the standard of achievement made by our boys and girls in the various colleges where they have worked. In our last report we recorded the fact that one of our boys from the Department for the Blind was valedictorian at the South Carolina University. This year we had four of our boys and girls to graduate from various colleges, one from Limestone, one from Furman and two from Gallaudet and all stood well in their classes with one exception. While the young man at Furman has not received his diploma he will as soon as he completes a small amount of summer school work. This young man deserves a great deal of credit, for he has made his way through Furman against heavy odds. We believe there are few schools in this State for normal children with an enrollment of less than two hundred fifty which can show a larger number of its graduates in college than can the school at Cedar Spring.

This year the following medals were awarded at the close of the year's work:

The Faculty Medal to Mr. Frank McDowell.

The Street Typewriting Medal to Miss Loree Walker.

The Lanham Oratorical Medal to Mr. Cortez Godshall.

The Walker Improvement Medal to Mr. Wayne McManus.

The Faculty Medal is a general excellence medal and is given by the faculty of the school. The Street Typewriting Medal is given by Mr. James Street of Greenville, S. C., an alumnus of the school; and is open to all those in the Department for the Blind who take typewriting and that means all the children from the fifth grade to the eleventh inclusive. The Lanham Oratorical Medal is given by Mr. S. T. Lanham of Spartanburg, while the Walker Improvement Medal is given by Mrs. Laurens Walker of Cedar Spring. The children labor zealously for these medals and we are sure they are assets to our work. We wish to thank the donors of these medals in behalf of the school.

We wish to call special attention to the work that has been accomplished this year by Ruby Miller, our deaf-blind girl, and her teacher. Ruby has completed her sixth grade of work, covering last year spelling, reading, writing, three kinds—arithmetic, language work, history, geography, lip reading and articulation. She is now able to take practically all of her classroom work by touch from the lips and of course speaks always. When we began this lip or speech reading work with her it was a great strain on her nervous system and we could not hold her to it very long at a time. But now she has become so expert at it that she will now undergo an oral recitation of an hour's length without evidencing any nervous strain. In fact she has reached that point that we have seen her really enjoy this method of communication.

At the close of the year's work in June we gave a public demonstration or exhibition of our work which was witnessed by a large audience—our auditorium being over-crowded—and the many expressions of praise given by our patrons and visitors convinced us that we had not labored in vain during the year.

Viewing the work of the year 1923-24 as a whole we are able to say that it was a good year's work. We believe a full amount of information was gotten from the books into the children. But better than this we believe that our boys and girls were strengthened in their character. We do not believe there is a teacher in our school who would not far rather plant a moral or religious truth than a secular one—and that is as we would have it. We are satisfied that we work in a school where character building is paramount.

Respectfully submitted,

W. L. WALKER, Principal.

IMPROVEMENTS.

The last General Assembly appropriated \$4,000.00 for the repainting of our buildings and the improvement of our grounds. With this money we re-worked and re-surfaced the main drives and side walks in our grounds, put in larger sub-drains in various places, made improvements at our spring, painted our Girls' Dormitory and did various minor things. We feel that this appropriation was timely and that it was well expended.

The General Assembly also appropriated \$30,000.00 for a hospital or infirmary. Various delays were met with in securing a set of plans for this building that had the approval of the Superintendent. The contract however was finally awarded on the twenty-seventh of August and building operations were begun in September. There have been various hindrances to the carrying forward of this work but we hope it will progress more rapidly now. We hope to have this Infirmary ready for occupancy by the first of April but it may be next fall before it will be ready for use. We know that no money expended by our State will serve in a finer way than that which she is putting in this Infirmary.

NEEDS.

As the Executive Head of this branch of special education for the State it is our duty to place before the General Assembly the needs of the school from year to year.

For the year 1925, the following appropriations will be necessary for the proper support and improvement of this school:

| | |
|---|--------------|
| Item 1—Maintenance | \$ 91,700.00 |
| Item 2—Improvement of Grounds and Buildings.. | 4,000.00 |
| Item 3—Cold Storage and Bakery | 5,500.00 |
| Item 4—Dairy and Equipment | 8,000.00 |
| Item 5—Gymnasium and Athletic Field | 60,000.00 |
| Item 6—Industrial Building and Equipment | 60,000.00 |
| Total | \$229,200.00 |

It has been the policy of this school since its founding to be economical and to be conservative in its demands. And while the total seems large it is in keeping with the economical and conservative policy of the school.

ITEM 1—MAINTENANCE—\$91,700.00.

In our request for Maintenance there is no increase over that of last year although our actual attendance today—January twenty-first—is twelve more than it was this day a year ago. This will mean that the strictest economy will have to be observed in every department of the school.

ITEM 2—IMPROVEMENTS OF GROUNDS AND BUILDINGS—\$4,000.00.

This amount was allowed us last year and will be needed again for the current year. The results from the expenditure of this

money are educational as well as esthetic: to improve and make attractive the grounds and buildings of any school instills into the children principles that can be taught in no other way. It creates contentment and happiness.

ITEM 3—COLD STORAGE AND BAKERY—\$5,500.00.

Our school has now reached that proportion where it can no longer be run in the best interest of its population without a bakery and a more modern method of refrigeration. It is not economy to feed almost four hundred people without a bakery. We feel sure that this appropriation will be made this year.

ITEM 4—DAIRY AND EQUIPMENT—\$8,000.00.

Thirty years ago we built a small frame house for a dairy and are still using this today. We have neither silos nor equipment for cooling or sterilizing our milk. It is our desire to have an ample supply of milk for the children of this school and this we cannot have until we secure a better equipment for this purpose. We feel that this appropriation is very urgent and should be granted at once.

ITEM 5—GYMNASIUM AND ATHLETIC FIELD—\$60,000.00.

Concerning this request we said in our last Annual Report the following: "We have featured for years the physical development of the children of our school but are handicapped in that we have no adequate equipment with which to work. If there is any group of boys and girls in this State that needs a place in which to develop physically, it is the deaf and blind children at Cedar Spring. This is a very urgent need and we hope that it will be met promptly."

We can add nothing to this except to say that there are deaf and blind children in this State who are not receiving the best physical development possible owing to the fact that we are not properly equipped to give it to them.

ITEM 6—INDUSTRIAL BUILDING AND EQUIPMENT—\$60,000.00.

The Founder of this school, foreseeing the need of manual education for deaf and blind children, early established an industrial department—probably the first one established in the United States in a school for deaf and blind children. The equipment and housing were crude but a beginning was made. About forty years ago a small four room brick building was erected for this purpose and about twenty years ago three larger rooms were added to this building. This building now houses the in-

dustrial work for the older boys. The industrial work for the older girls is carried on in the Administration Building and the rooms so occupied are needed for classrooms. We have no building or equipment for the industrial work for our smaller children.

This feature or department of education is of great importance for the children of this school and adequate housing and equipment should be provided. We should be equipped to teach the following trades in the best way possible: printing, wood-working—including sloyd-shoe-repairing, domestic science, sewing, and the making of brooms, brushes, mats, mattresses, rugs, baskets, and fibre furniture. These trades or industries will demand a building of good dimensions and an equipment of large variety. We feel that the amount requested is no more than will be absolutely needed.

All of the items above have the unanimous approval of the Board of Commissioners of this school.

ROADS.

For several years we have done what we could to secure the paving of one mile of the Appalachian Highway in order that we might have a paved or hard surfaced road from the school into the City of Spartanburg. On December 31, 1924 the contract for the hard surfacing of this highway to our school was let and the construction is now under way. Before this highway could be hard surfaced, it was necessary to secure the favorable action of the Spartanburg County Highway Commission, the State Highway Commission and the Federal Government as each of these agencies had to make an appropriation for this purpose. We wish to express here to each of the Bodies our appreciation for the paving of this highway.

The City of Spartanburg is now building a fire station in the southern section of the City just three miles from our gate. When this fire station is completed and the road completed, we will always have the protection of the Fire Department of Spartanburg—and there is none better in the State.

The only thing to make our protection against fire complete is the extending of the City's water main from its present terminus to our school, a distance of about two and one-half miles. This should be done in the near future.

CONCLUSION.

Since we last sat together one of our number, Dr. W. B. Patton, on March 7th, answered the final summons. Dr. Patton had been a member of our Board for nine years, having been first appointed in March, 1915. He was a progressive man and always stood for the best things in his community, county and State. He was faithful to the interest of this school and we shall miss him in our deliberations.

Upon notice of his death, Governor McLeod appointed to fill out his unexpired term Mr. Horace L. Bomar of Spartanburg, whom we are pleased to welcome as a member of our Board.

On the third day of April our school suffered another loss in the death of her who had been for nearly sixty years closely identified with its life and progress. While not officially connected with the school at the time of her death I feel it proper to insert in this report the following Resolutions from the Faculty of the school and the Board of Commissioners touching upon her death.

RESOLUTIONS OF THE FACULTY

"On the morning of April third God's angel entered softly into the home our school's honored Head, touching with infinite gentleness the wife of the home, the mother of the school. As Virginia Eppes Walker peacefully sank into life's last sleep, there gathered about us a deepening pall of sorrow that touched each life and saddened each heart.

"As a Teacher's Association, therefore, it is a privilege to express as best we may the sympathy, affection, and appreciation shared by the Faculty and students alike in the following Resolutions:

"*Whereas*, it has pleased our Father to remove from the school and from the home one, who for so many years has been an inspiration to both, *be it resolved*;

"That in bowing in humble submission to our Father's will, we return thanks in grateful acknowledgement of the life so continuously and unstintingly lived for those who needed it most.

"That we express our deep sense of personal loss, so keenly felt in our school, community, and State life.

"Be it further resolved, that we extend to Dr. Walker and family our most profound sympathy, and that we lovingly point them to Him, who in the midst of life's saddest and loneliest hours would tenderly draw his children nearer to Himself.

"Be it also resolved, that these Resolutions be duly incorporated into the official minutes of our Association, and that additional copies be printed in our school paper, and the Florida Herald, and forwarded to the Spartanburg Herald and Columbia State for publication."

MISS T. E. GAILLARD,
MISS A. E. DUNN,
MR. W. W. DONNARD,

Committee

RESOLUTIONS OF THE BOARD OF COMMISSIONS

At the end of the school year of 1922-1923, Mrs. Virginia Eppes Walker tendered her resignation as Matron of the South Carolina School for the Deaf and the Blind. She had served 46 years, and as assistant fourteen years, so that her connection with the school covered a period of 60 years. The personnel of boards of commissioners and state administrations had changed time and again; there had never been thought of relinquishing Mrs. Walker's services, which she had given in all these years with her whole heart, with a boundless affection for the many generations of children entrusted to her care, with the exercise of a rare tact that could spring only from native goodness and the loving kindness of a Christian gentle-woman, and for which her compensation apart from a small salary was the sweet satisfaction that she must have had from the sense of having helped the children and the constant evidences of love which in school and after-life they bestowed upon her.

Mrs. Virginia Eppes Walker took up the duties of Matron when Mrs. Martha Louisa Walker, her mother-in-law, from association with whom in the school she had become familiar with them and whose footsteps she faithfully followed, resigned the office by reason of age and failing health. Only those who are in some measure acquainted with the School for the Deaf and the Blind know how constant, how pressing always, and how trying sometimes are the duties of the matron. She is largely responsible for the intimate details of a great household. She is expected to introduce and to practice the economies of a house-

wife in a family of hundreds. On numerous occasions in the year she must be the gracious hostess of visitors to this State Institution. More than all, she must be in the place of mother to the children, many of them scarcely more than infants, whose home is in the school and who, with the usual characteristics, good and bad, of other children want one, sometimes more than one, of the five senses and whose problems of childhood on that account present extraordinary difficulty. Tenderly and with never-failing attention, Mrs. Walker looked after these little ones, teaching them obedience, ruling them with firmness, attaching them in affection to her by her patience and kindness.

Reluctantly accepting Mrs. Walker's resignation, offered because of the burden of age, your Commissioners are aware that the most that they might say would be feeble testimony of her service compared with the testimony of the hundreds of pupils and former pupils of the school who have carried the story of it to their families and made her beloved in every part of the State. That the deep feeling of the Board, however, may be given permanent record, your committee offer the following Resolutions:

I. "That in 46 years as Matron of the School for the Deaf and the Blind, Mrs. Virginia Eppes Walker has done not only for the children under her care, but, through them, for the State of South Carolina; incalculable service.

II. "That her administrative duties have been preformed with unfailing diligence and good judgment.

III. "That she has given to the people a noble example of the virtues of a South Carolina gentle-woman unselfishly devoted to good work.

IV. "That the foregoing preamble and these Resolutions be made a part of the minutes of the Board and that they be incorporated in the annual report of the Superintendent.

Since the foregoing preamble and Resolutions were prepared by the committee appointed at the last annual meeting of the Board, your committee has heard, with great sorrow, of the death of Mrs. Walker, at Cedar Spring, April 3, 1924. The time of her rest from active duties in the school was short, but work for others was her happiness and her long life was, therefore, full of the joys that to her were most acceptable.

Your committee offers this Resolution, to be appended to the preceding Resolutions, in the minute book:

That the Board of Commissioners of the School for the Deaf and the Blind tenders to Dr. Newton Farmer Walker, to his sons and his daughter and all of the members of his family their deep sympathy in the bereavement that has come to them and would again record their own sense of loss.

W. W. BALL,
J. H. HOPE,
P. V. MOORE,

Committee
of
Board of Trustees.

This, gentlemen of the Board, concludes the Report of the South Carolina School for the Deaf and the Blind for the year 1924. We have endeavored to make this Report comprehensive enough to give those desiring information a clear insight into the activities of the school and at the same time we have endeavored to make it sufficiently succinct to enable any reader to gather these facts readily and rapidly.

In recognition of the work this school has done the Faculty and Board of Trustees of Gallaudet College in June were pleased to confer upon your Superintendent the honorary degree of Doctor of Humane Letters. We appreciate this honor for it represents a recognition of the work being done by this school.

What success this school has enjoyed in the past has been due in a great measure to the wise counsel of its Board of Commissioners. Whenever the Superintendent has thought out any policy directed to the betterment of the school it has always had your endorsement. In behalf of the deaf and the blind children of South Carolina and of the teachers and the officers of the school at Cedar Spring I wish to express a full appreciation of your services.

Respectfully submitted,
N. F. WALKER,
Superintendent.

January 27, 1925.

FINANCIAL STATEMENT FROM JAN. 1, TO DEC. 31, 1924.

The last General Assembly made the following appropriations for this school for the year 1924:

| | |
|--|---------------------|
| Item 1—For Maintenance | \$ 91,700.00 |
| Item 2—Repainting Buildings and Improvement of Grounds | 4,000.00 |
| Item 3—For Hospital | 30,000.00 |
| Total | <u>\$125,700.00</u> |

The current expenses for Maintenance for the fiscal year ending December 31, 1924 amount to \$90,607.64 as shown by the following statement:

RECEIPTS

| | |
|--|---------------------|
| Balance on hand January 1, 1924..... | \$ 4,000.00 |
| From Appropriation for Maintenance | 90,607.64 |
| From other sources | 796.76 |
| Total | <u>\$ 95,404.40</u> |

EXPENDITURES

| | |
|--|---------------------|
| Salaries | \$ 32,250.02 |
| Wages | 15,074.00 |
| Freight, Express and Deliveries | 105.50 |
| Traveling Expenses | 394.22 |
| Telegraph and Telephone | 285.17 |
| Repairs—General Plant | 5,382.25 |
| Heat, Light and Power | 1,495.07 |
| Other Contractual Services | 49.85 |
| Food | 13,760.27 |
| Fuel | 5,970.36 |
| Feed | 2,513.72 |
| Office Supplies | 168.52 |
| Laundry Supplies | 105.50 |
| Medical Supplies | 244.20 |
| Refrigeration | 452.85 |
| Educational Supplies | 3,085.39 |
| Motor Vehicles | 392.98 |
| Agricultural | 363.77 |
| Clothing | 16.80 |
| Other Supplies | 435.29 |
| Insurance | 2,411.91 |
| Scholarships | 750.00 |
| Household Equipment | 2,283.24 |
| Motor Vehicle Equipment | 778.05 |
| Motorless Vehicle Equipment | 51.55 |
| Live Stock | 462.50 |
| Educational Equipment | 1,193.00 |
| Other Equipment | 131.66 |
| Paid State Treasurer | 796.76 |
| Balance on hand December 31, 1924..... | <u>4,000.00</u> |
| Total | <u>\$ 95,404.40</u> |

ITEM 2—REPAINTING BUILDINGS AND IMPROVEMENT OF GROUNDS

| | |
|---|-------------|
| From Appropriation for Repainting Buildings and Im- | |
| provement of Grounds | \$ 4,000.00 |
| By paid Repainting Buildings and Improvements of | |
| Grounds | \$ 4,000.00 |

ITEM 3—FOR HOSPITAL

| | |
|---|-------------|
| From Appropriation for Hospital | \$10,296.66 |
| By Paid on Hospital | 6,400.00 |
| Balance on hand December 31, 1924 | 3,896.66 |

| | |
|-------------|--------------|
| Total | \$ 10,296.66 |
|-------------|--------------|

ENROLLMENT

White Deaf Children.

| | | | |
|--------------------|--------------|--------------------|-------------|
| H. Alexander | Horry | M. Craft | Anderson |
| H. Anderson | Greenville | P. Cannon | Laurens |
| J. Ammons | Chesterfield | C. Davis | Kershaw |
| A. Aiken | Greenville | H. Davis | Greenville |
| M. Bagwell | Laurens | D. Davis | Orangeburg |
| L. Bennett | Spartanburg | C. Dickson | Greenville |
| S. Baker | Florence | L. Denton | Greenville |
| G. Benton | Horry | M. E. Dewitt | Darlington |
| R. Barnes | Colleton | L. DuBose | Sumter |
| G. Barnes | Colleton | M. DuBose | Sumter |
| B. Benton | Florence | W. Duncan | Lexington |
| M. Bradley | Kershaw | N. Dobbins | Cherokee |
| L. Bradley | Kershaw | D. Dowey | Darlington |
| H. Brady | Charleston | L. Dykes | Lexington |
| C. Brant | Orangeburg | J. Davis | Spartanburg |
| W. Brant | Orangeburg | M. Davis | Anderson |
| J. Blume | Orangeburg | W. Elkin | Oconee |
| J. Broadnax | Greenville | L. Felder | Clarendon |
| J. Brown | Kershaw | W. Floyd | Greenville |
| W. Brown | Sumter | M. Gatch | Colleton |
| M. Brown | Laurens | L. Gatch | Colleton |
| J. Bowers | Kershaw | E. Geddings | Sumter |
| G. Buffkin | Horry | C. Gillham | Greenwood |
| C. Burnett | Greenwood | W. Green | Greenville |
| V. Bush | Spartanburg | H. Green | Greenville |
| B. Boiter | Spartanburg | C. Griffin | Lancaster |
| E. Campbell | Anderson | J. Guice | Greenville |
| O. Chandler | Florence | M. Halford | Barnwell |
| M. Clark | Spartanburg | R. Hanvey | Oconee |
| D. Cook | Dillon | P. Harbuck | Anderson |
| J. Cooper | Laurens | O. Hardin | Spartanburg |
| L. Crenshaw | Anderson | L. Hartzog | Barnwell |
| M. Cromer | Richland | E. Harbin | Oconee |
| C. Currence | York | W. Hembre | Newberry |
| J. Cockrell | Charleston | G. Hayes | Lexington |
| L. Cook | Florence | H. Heape | Jasper |

White Deaf Children—Continued.

| | | | |
|---------------|-------------|------------------|--------------|
| E. Horne | Greenwood | S. Perritt | Marion |
| M. Horne | Greenwood | Sadie Perritt | Marion |
| F. Horne | Union | R. Perritt | Marion |
| P. Hyman | Horry | E. Perritt | Marion |
| W. Hyman | Horry | T. Perritt | Marion |
| A. Heise | Richland | H. Perritt | Marion |
| P. Hicks | Florence | L. Parrott | York |
| L. Hill | Abbeville | E. Petrie | Spartanburg |
| D. Jaques | Charleston | L. Poole | Spartanburg |
| M. E. Johnson | Greenwood | H. Poston | Florence |
| H. Johnson | Horry | S. Poston | Florence |
| W. Johnson | Horry | V. Priester | Hampton |
| P. Johnson | Horry | C. Prince | Spartanburg |
| Pet Johnson | Horry | E. Redd | McCormick |
| M. Johnson | Spartanburg | H. Reid | Greenville |
| W. A. James | Richland | E. Rhodes | Greenville |
| F. Joye | York | M. Riddle | Laurens |
| F. Kirby | Florence | J. Richardson | Horry |
| T. Kirby | Florence | J. E. Richardson | Anderson |
| H. Knox | Oconee | H. Richardson | Marion |
| M. Kennedy | Florence | C. Rivers | Chesterfield |
| F. Leonard | Charleston | C. Robinson | Greenville |
| W. Lee | Spartanburg | M. Rhodes | Spartanburg |
| R. Lewis | Darlington | E. Sansbury | Darlington |
| P. Locklair | Florence | S. Sauls | Orangeburg |
| I. Looper | Oconee | S. Shokes | Charleston |
| L. Lokey | Laurens | R. Slaughtier | Orangeburg |
| A. Little | Kershaw | N. Southall | Richland |
| L. Lynch | Laurens | B. Stabler | Lexington |
| Lois Lynch | Laurens | J. Stanley | Richland |
| E. Long | Saluda | B. Stalnaker | Anderson |
| A. Martin | Edgefield | A. Stender | Charleston |
| Alice Martin | Florence | A. Starnes | Lancaster |
| P. Mason | Lancaster | J. Stoney | Sumter |
| L. Mauldin | Pickens | R. Stroud | Union |
| W. Moore | Darlington | C. Strickland | Colleton |
| D. Murphy | Union | M. Skinner | Spartanburg |
| J. D. Myers | Orangeburg | R. Sumrel | Laurens |
| M. McAlister | Oconee | H. Smith | Union |
| H. McCall | Anderson | M. Taylor | Richland |
| M. McCullen | Florence | B. Tolson | Chesterfield |
| F. McDowell | Chester | L. Towery | Spartanburg |
| R. McElrath | Spartanburg | S. Trowell | Kershaw |
| H. McLeod | Kershaw | E. Vaughan | Florence |
| W. McManus | Lancaster | B. Way | Orangeburg |
| C. McDonald | Greenville | R. Weeks | Aiken |
| T. McFaddin | Clarendon | B. Westmoreland | York |
| H. Miller | Spartanburg | S. White | Pickens |
| O. Neal | Spartanburg | L. Wilson | Abbeville |
| F. Norman | Dillon | C. Wilson | Lancaster |
| K. Norton | Dillon | M. Wingo | Spartanburg |
| J. P. Owens | Barnwell | L. Wood | Greenville |
| J. Owens | Georgetown | N. Wright | York |
| E. Owens | Calhoun | L. White | Abbeville |
| J. Pendarvis | Orangeburg | A. Wight | Charleston |

WHITE BLIND CHILDREN

| | | | |
|---------------------|--------------|---------------------|--------------|
| H. Atkins | Spartanburg | Q. Martin | Spartanburg |
| A. Black | Anderson | F. Massey | York |
| C. Bowers | Kershaw | J. Middleton | Chesterfield |
| Leta Bonner | Spartanburg | M. Moore | Barnwell |
| L. Bonner | Spartanburg | P. Moore | Kershaw |
| C. Bull | Newberry | S. McManus | Greenwood |
| E. Burch | Chesterfield | J. McManus | Greenwood |
| J. Ballentine | Greenwood | M. McClain | York |
| J. Cooley | Spartanburg | N. Martin | Anderson |
| B. Chapman | Richland | H. Ouzts | Greenwood |
| G. Coker | Chesterfield | B. Peden | Greenville |
| J. Copeland | Spartanburg | M. Phillau | Oconee |
| A. Croft | Union | L. Padgett | Lexington |
| H. Cable | Union | P. Price | Spartanburg |
| J. Dickens | Florence | W. Randal | Barnwell |
| A. Freeman | Union | L. Rast | Lexington |
| M. Freeman | Darlington | B. Rheuark | Horry |
| M. Frye | Lexington | V. Rheuark | Horry |
| V. Fulmer | Aiken | C. Roper | Pickens |
| J. Fowler | Spartanburg | E. Sanders | Oconee |
| R. Funderburg | Barnwell | V. Sanders | Oconee |
| E. Floyd | Florence | F. Smith | Greenville |
| L. Garren | Horry | H. Sherman | Greenville |
| V. Garland | Spartanburg | M. Shaw | Edgefield |
| E. Godwin | Sumter | G. Sullivan | Chesterfield |
| C. Godshall | Union | C. Taylor | Bamberg |
| R. Glover | Charleston | C. Togneri | Aiken |
| M. Grant | Oconee | C. Thomas | Georgetown |
| S. Grubb | Cherokee | R. Tomlinson | Clarendon |
| E. Gosnell | Spartanburg | M. Tomlinson | Clarendon |
| B. Griser | Charleston | B. Tomlinson | Clarendon |
| McD. Hancock | Richland | M. Tyler | Horry |
| J. Hampton | Greenville | T. Vanderford | Union |
| P. Hinson | Richland | L. Walker | Greenville |
| E. Hutto | Orangeburg | F. Walker | Sumter |
| R. Hydrick | Orangeburg | E. Walker | Sumter |
| H. Hodge | Sumter | C. Watkins | Abbeville |
| T. Harris | Cherokee | D. Wingate | Williamsburg |
| B. Johnson | York | Z. Welch | Richland |
| L. Johnston | Spartanburg | M. Worthy | Union |
| G. Kirby | Florence | M. White | York |
| B. Lee | Sumter | H. Wooten | Greenville |

DEAF-BLIND WHITE CHILDREN

| | | | |
|-----------------|----------|--------------|-----------|
| R. Miller | Richland | J. Lee | Fairfield |
|-----------------|----------|--------------|-----------|

COLORED DEAF CHILDREN

| | | | |
|------------------|--------------|--------------------|-------------|
| A. Able | Richland | F. Dodds | Spartanburg |
| B. Abney | Newberry | C. Durham | Greenville |
| W. Bobo | Spartanburg | R. Earle | Richland |
| B. Boyd | York | T. Edens | Greenville |
| H. Briggs | Spartanburg | R. Eggleston | York |
| L. Burgess | Sumter | S. Felder | Orangeburg |
| C. Blue | Chesterfield | L. Gamble | Pickens |
| B. Clark | Spartanburg | J. Gilmore | Spartanburg |
| T. Davis | Greenville | J. Gillins | Charleston |

Colored Deaf Children—Continued.

| | | | |
|----------------------|-------------|--------------------|-------------|
| V. Guillabeaux | Abbeville | M. Pringle | Berkeley |
| M. Green | Richland | L. Powers | Greenville |
| C. Harvin | Sumter | W. Reid | Cherokee |
| C. Hickson | Orangeburg | L. Reynolds | Richland |
| N. Howood | Greenville | S. Robertson | Richland |
| H. Harrison | Greenville | L. Sally | Orangeburg |
| L. Jones | Lexington | J. Smalls | Dorchester |
| A. Kennedy | Georgetown | C. Smith | Cherokee |
| B. Kennedy | Georgetown | M. Smith | Spartanburg |
| O. Kelly | Spartanburg | C. Smith | Spartanburg |
| L. Lipscomb | Cherokee | W. Steen | Cherokee |
| H. Littlejohn | Spartanburg | Z. Street | Colleton |
| E. McCaskill | Kershaw | N. Shiver | Richland |
| E. Lowry | York | J. Walker | Georgetown |
| J. McNally | Union | M. Ware | Anderson |
| A. Murphy | Spartanburg | W. Woods | Spartanburg |
| E. Neel | Newberry | M. Workman | Kershaw |
| L. Norman | Spartanburg | L. Worthy | Union |

COLORED BLIND CHILDREN

| | | | |
|----------------------|--------------|---------------------|--------------|
| N. Amaker | Orangeburg | G. Holmes | Cherokee |
| R. Agnew | Pickens | E. Hampton | Aiken |
| L. Blassingame | Pickens | G. Jackson | Richland |
| H. Borders | Cherokee | F. Littlejohn | Richland |
| J. Bryson | Greenville | F. Long | Laurens |
| H. Burch | Chesterfield | W. Lawrence | Williamsburg |
| A. Baker | Sumter | T. Land | Union |
| L. Cave | Barnwell | E. Means | Spartanburg |
| J. Davis | Sumter | J. Mims | Orangeburg |
| I. Dinkins | Sumter | R. Myers | Lexington |
| I. Engram | Kershaw | H. Pompey | Lee |
| F. Foster | Spartanburg | J. Robinson | Bamberg |
| J. Green | Sumter | E. Simpson | Laurens |
| J. Griffin | Clarendon | L. Smith | Spartanburg |
| N. Gurley | Florence | B. Steadman | Aiken |
| N. Henderson | Laurens | I. Vinson | Spartanburg |
| A. Washington | Kershaw | M. Wilson | Richland |
| G. Williams | Laurens | J. Wilds | Florence |
| G. Whitmore | Orangeburg | | |

THE MANUAL ALPHABET.



